



E-WISSEE LAB

Name of activity	Mindful Breathing
Description of activity	<p>Belly Breathing: Focus on holding your chest still while making your stomach rise and fall for 3 minutes. Lay on your back and put your hands on your stomach. Feel your stomach lift and lower while taking deep breaths.</p> <p>Deep Square Breathing: Start by drawing one side of the square and breathe in for 4 seconds. Draw the second line of the square and hold your breath for 4 seconds. As you draw the third line breathe out for 4 seconds. Complete the square by drawing the fourth line and holding your breath for 4 seconds. Repeat as many times as you want.</p> <p>Bubble Breathing: Take a deep breath in. Exhale slowly trying to blow the biggest bubble you can without exhaling too quickly and popping it.</p> <p>Shoulder Roll Breathing: Slowly begin to lift and roll your shoulders backwards. As you roll them breathe in and out. When you're ready, switch the directions of the shoulder roll. Continue to breathe in through your nose and out through your mouth slowly.</p> <p>Hand Tracing Breathing: Young people put one hand out in front of themselves and use a finger on the other hand to trace. As they trace up the finger they take a deep breath in through their nose, and as they trace down the finger they slowly let the air out of their mouth.</p>
Who are the participants?	This material is meant for youth workers in their work with young people (12 - 18 years old) using non-formal education methodologies.
Identification of the aims of the activity	Coping strategies, like mindful breathing, are a great way to support young people. They can use mindful breathing anywhere anytime. Social-emotional learning activities for online sessions like mindful breathing can be used by young people outside of activity or as a whole group to start an activity, take a brain break, or end an activity.
Number of participants	No limits
Duration	From 1 min. until 10 min
Materials for the activity	None
Suggestions for the post-activation debriefing	Ask the participants how they feel, and what they experienced during the guided breathing. Suggest that they can also use these exercises outside the activity in times of need or the morning as soon as they wake up or in the evening at the end of the day.

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